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ABSTRACT

This module for Child Development Associate (CDA) trainees offers guidelines for structuring preschool center programs through the use of lesson planning and center scheduling. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide emphasizes that (1) characteristics and needs of children must be considered in program planning, (2) the schedule should provide a variety of structured and unstructured activities and experiences for groups and individuals, and (3) lesson plans and written objectives are valuable aids. Sample daily and weekly lesson plans and a sample monthly planning calendar are included. (Author/RH)

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Competency Based Training Module #3

PLANNED ARRANGEMENTS AND SCHEDULES

by

Ann Migliaro

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NOTE TO THE INTERN:

This CDA training module has been prepared as a guide for you and your CDA Advisor to help you to develop certain practical skills necessary for your work in an early childhood center. Although it contains many useful ideas, it is not intended to be a self-study program. Many decisions about your training experiences are left up to you and your CDA Advisor. The activities given in this module are "suggested" activities, and should be used if they are appropriate to your learning needs. You or your Advisor may come up with other activities more appropriate for your particular situation, children, or background of experience and training.

Your Advisor will evaluate your performance in each of the objectives. S/he may do so right away on the basis of skills you already have, or s/he may evaluate you after you have done some learning activities, or both. If you think you already have the skills required by some of the objectives, you should ask to be evaluated right away. You may not have to do any activities for some of the objectives. You do, however, have to demonstrate the required skills for your advisor; you cannot just tell s/him that you have the skills. If your advisor has already observed some of the skills before you entered this module, s/he may check you off on those skills without further observation.

When your Advisor has evaluated your performance in an objective area as satisfactory, s/he will initial and date that objective as completed in your copy of this module. When all of the objectives have been initialled, you have completed the requirements of this module and have earned credit. Keep this module as your permanent record of completion, and as a reference to use in your classroom.

As you can see, how fast you are able to complete this module depends on a lot of things: how much time and effort you can put into it; how much help your Advisor can give you; how much experience and training you have already had.

The Arizona/Nevada HSST/CDA Program hopes that you find your participation in CDA a valuable and practical training experience. We would appreciate any suggestions you may have for improvements in the training program and in this module.

PLANNED ARRANGEMENTS AND SCHEDULES

CDA TRAINING MODULE #3

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This module relates to the following CDA Competencies:*

A. SET UP AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT (see items 4 and 7)

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* for reference, see the Arizona HSST/CDA "CDA Assessment"

PLANNED ARRANGEMENTS AND SCHEDULES

INTRODUCTION

Every teacher has had awful days when the children seemed to be always one step ahead of her, when nothing she does seems to go right. Usually the problem is that she didn't have the time, or take the time to adequately plan her day. Written plans and schedules allow the teacher to see at a glance what materials are needed so they can be prepared well ahead of time. They allow the teaching staff to plan for supervision needs. They give support and organization to the classroom staff and program, rather than rigidity and restriction.

Children need the order and security they get from knowing that certain parts of the daily routine occur at regular times and in regular sequences. They also need the interest of varied activities and materials. The staff of each Headstart center must arrive at a schedule which meets the needs of the children. Some children need a high degree of structure, while others function very comfortably with less structure. Fixed events in the day will usually include arrival, eating times preceded by toileting and washing, rest times, times when equipment and materials must be picked up and put away, group time, and departure. In between these fixed events, staff members must plan opportunities for children to actively explore the available materials and to play, all the while gaining new concepts and skills and organizing these into a growing body of knowledge about the real world and the people in it.

The purpose of this module is to offer guidelines to assist the CDA intern in structuring the center program through the use of lesson planning and center scheduling.

OBJECTIVES, ACTIVITIES, ASSESSMENT

CDA Intern's Name_____

Date of Entry_____Date of Completion_____

OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT
1. The intern will demonstrate an awareness of the characteristics and needs of young children which must be considered when making program plans.	1. Read related Section I in the Study Guide. Discuss children's needs with your advisor.	_____ date/initial
2. The intern will demonstrate a knowledge of curriculum areas which should be included in a preschool program.	2. Read related Section II in the Study Guide. Discuss this with your advisor. a. Review curriculum areas which are dealt with in Modules 6, 13, 14, 15, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, and 33.	_____ date/initial
3. The intern will evaluate present lesson planning practices in his/her center, identifying strengths and weaknesses.	3. Read related Section III in the Study Guide. Identify for your advisor, either in writing or orally, the strengths and weaknesses of present lesson planning practices in your center.	_____ date/initial
4. The intern will devise and/or adapt a written lesson plan form for use in his/her classroom.	4. Review the sample lesson plan forms in the supplement. Discuss these with your advisor and other staff. a. Compare the sample forms with lesson plan forms you are currently using, and discuss differences and similarities with your advisor. b. Design your own lessor planning form; use it or a few days and discuss your experience with your advisor. Your form should include at least: time schedule, planned activities, designation of responsibilities. Do you want to make changes after trying it out?	_____ date/initial

OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT
5. The intern will make and use written lesson plans.	5. Make written lesson plans for 2 weeks for your entire center program. Plan with the other staff. a. Evaluate the lesson plans with your advisor using the checklists from Reference 1 (pp. 61-62) as a guide. b. Carry out these lesson plans in your center. Discuss their effectiveness as a planning tool with your advisor.	date/initial
6. The intern will demonstrate the ability to improvise to meet unscheduled needs and unpredicted changes in the children's moods.	6. Keep a two-week written record of specific unscheduled events which occurred in your center or instances when children lost interest in an ongoing activity. Discuss with your advisor how these situations were handled and how you might handle them differently if these situations occurred again.	date/initial
7. The intern will keep written lesson plans as part of the permanent records of the center.	7. If written lesson plans are not kept as part of the permanent records of your center, develop a system to do this.	date/initial

PLANNED ARRANGEMENTS AND SCHEDULES

STUDY GUIDE

I. In planning both a daily time schedule and daily activities, teachers must keep in mind the children for whom these plans are made.

A. Preschool children have characteristics and needs which must be considered when planning the program.

1. Preschool children are active. A schedule must allow for movement, noise, and manipulation of classroom materials.

2. Young children have little understanding of time sequence: the promise of future rewards or pleasure has little meaning. Activities must offer immediate pleasures and rewards in order to hold a child's interest.

3. Young children are self-centered and are very interested in everything that relates directly to themselves.

4. Young children need the security and order which a regular sequence of daily events provides, but there must be flexibility within this fixed order.

5. Young children have an inborn desire to explore and to learn.

6. Children learn by doing. Their actions provide immediate feedback from which they learn about their world.

B. The interests, abilities, and previous experiences of the children will guide teachers in planning activities.

1. Teachers should be prepared to follow up interests which children show by providing related experiences.

2. New experiences are more meaningful to children if they are related to familiar experiences.

3. New skills should be taught in gradual, logical steps, beginning with the abitlities which the child already possesses. The teacher must be aware of the abilities of the children in his/her class so that activities are planned which are challenging to the children yet reasonably assure success.

II. The schedule should provide a variety of experiences, opportunities to develop various skills, and plenty of time for the children to play and explore materials.

A. The daily schedule should provide opportunities for large group activities, small group activities, and individual activities.

1. Skills are most effectively developed during individual activities when interest in a particular skill is high. The teaching staff should engage children one-to-one during individual activity times.

2. Teacher-directed group activities, especially large group activities, should be limited in duration.

3. All children should be encouraged to participate in teacher-organized activities. However, no child should be forced to participate or ridiculed because he does not want to participate.

4. Small groups may form spontaneously as a result of the teacher's planning an activity which requires a group of children rather than the assignment of children to small group activities. If children are assigned to small groups, it should be done by ability or interest.

B. There should be a balance between structured and unstructured activities.

1. Unstructured activities provide freedom of expression and independent exploration for the children through use of such materials as paint, clay, blocks, sand and mud, puppets, and dolls. "Unstructured" means that the children are free to use the materials however they may want to (within the classroom limits; children are not free to hit each other over the head with blocks, or to smear mud on another child's painting, for example). It does not mean that the use of these materials does not require any structure on the part of the teachers. they sometimes require more teacher preparation than "structured" materials.

2. Structured activities may obtain structure from different sources:

a. The teacher or adult in charge may structure the activity directly. EX: organized games, group singing, story time.

b. The materials may provide the structure for their own use: Examples: puzzles, lotto games, lacing cards. Children should be assisted in using these materials until they understand the intended outcome; they should not be forced to use the materials only as intended if they have other ideas.

c. The teacher may structure activities by the organization of materials. EX: If a water table were placed near the housekeeping area, the water would probably be used for washing dishes, bathing dolls, and/or washing the doll clothes. However, if the water table were placed in another part of the room and different sizes of containers, funnels, spoons, rotary beaters were placed in it, a different kind of play would begin, even though no verbal directions are given by the teacher.

III. Written lesson plans serve as a guide for teachers, parents, and volunteers who supervise the daily activities, as well as a record of the experiences which have been offered.

A. The time schedule should include the regular fixed events of the program day. (Not necessarily in this order)

1. Arrival

2. Snack and meal times

3. Toileting and washing

4. Rest or nap time

5. Group time

6. Picking up or clean-up times

7. Free play

8. Departure

B. Special or teacher-planned activities which occur during group time or free play should be listed in the lesson plans.

1. Listing the activities which are offered during these portions of the day helps avoid frequent repetition of activities.

2. Listing special activities, field trips, and special visitors helps the teacher keep a record of available resources in the community.

C. Designation of responsibilities which are written in the lesson plans avoids confusion and contributes to the smooth progression of activities.

1. This assignment would include collecting the materials needed for the activities before the children arrive and preparing them to be used. If materials are ready for the children to use, transition times will go smoothly and many discipline problems will be avoided.

2. Designation also assigns major responsibility for supervision of specific areas and activities. Although this should not be a rigid division of supervisory responsibilities, it does avoid having one staff member who is always correcting, redirecting, and disciplining children all over the classroom.

D. Written objectives for planned activities should be included in lesson plans.

1. Objectives are an aid to help teachers plan a well-rounded program. If the planned activities offer a range of objectives, the children are being given the opportunity to develop skills in many areas.

2. Lesson plans which include objectives can serve as a guide for parent education. When parents are aware of the values of various activities which are included in the program, they will give more support to teachers and provide similar home experiences for their children when possible.

E. The form which is used for writing lesson plans should be one which is useful to the classroom staff.

RESOURCES FOR FURTHER STUDY

1. Baker, Katherine Read. IDEAS THAT WORK WITH YOUNG CHILDREN. Washington, D.C., National Association for Education of Young Children, 1972, pp. 3-12, 59-62.

2. Pitcher, Evelyn Goodenough; Lasher, Miriam G.; Feinburg, Sylvia G; and Braun, Linda Abrams. HELPING YOUNG CHILDREN LEARN. Columbus, Charles Merrill Publishing Co., 1974, pp. 1-9, 151.

3. Read, Katherine H. THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY. Philadelphia, W.B. Saunders Co., 1971, pp. 80-83.

PLANNED ARRANGEMENTS AND SCHEDULES - SUPPLEMENT

SAMPLE DAILY LESSON PLAN

ADVANTAGES OF THIS FORM

1. It gives a total picture both of the day's activities and of the time schedule.
2. It includes assignment of responsibilities for all of the events and activities.
3. Listing the materials needed for each activity makes it easy for the staff to collect required materials.
4. The objectives are detailed, pointing to hidden learning which occurs as well as the primary objectives.
5. This form makes an excellent detailed permanent record which occurs as well as a reference.

DISADVANTAGES OF THIS FORM

1. It is quite detailed, including many events which do not change from day to day (arrival, eating times, washing, toileting, brushing teeth, clean-up times, departure).
2. It does not give a broad view of the way in which program units or themes are developed. If these daily plans are written on a day-to-day basis rather than in longer term units, program continuity may easily be lost.
3. The length and detail of this form make writing lesson plans quite time-consuming.

SAMPLE DAILY LESSON PLAN

DATE: Monday, October 3 THEME OF THE WEEK: Transportation

TIME	EVENTS	ACTIVITIES & RESPONSIBILITIES	MATERIALS	OBJECTIVES
9:00	Arrival	Bus ride - Sue		
9:00-9:30	Washing and toileting	Mary	Soap and towels	Establish good health practices
	Breakfast	Jane		Nutrition, socialization, language development
	Brushing teeth	Sue	Toothbrushes and toothpaste	Establish good health practices
9:30-9:45	Group time	"Hello", calendar, present day's planned free play activities - Jane	Calendar	Socialization, beginning concept of time and sequence, encourage planning
9:45-11:15	Free play	Collage of vehicles - Mary	Construction paper, paste, magazines, scissors	Small muscle development, cutting skills, recognition of types of vehicles, creative expression
		Block play with small wheel toys - Sue	Usual block area materials, small wheel toys	Large muscle development, role play opportunities
		Bus dramatic play - Sue	"Bus" with steering wheel and seats, hat for bus driver, tickets or money, etc.	Role play opportunities, socialization
		Vehicle puzzles - Jane	Puzzles of vehicles, either commercial or teacher-made	Problem-solving, shape discrimination, small muscle development

TIME	EVENTS	ACTIVITIES & RESPONSIBILITIES	MATERIALS	OBJECTIVES
	Free play con't	Transportation lotto - Jane	Lotto game in which vehicles can be matched	Visual discrimination, matching, labeling vehicles
11:15-11:50	Clean-up time	Mary, Sue, Jane, children		Establish sense of responsibility for care of center and materials
	Group time	"Wheels on the Bus" & other familiar songs; talk about morning's activities, naming specific vehicles used; have children tell about and/or show what they did - Jane	Pictures of some vehicles used in activities of morning, several toy vehicles	Language development, give closure to morning activities, add to or help organize children's knowledge of types of transportation, socialization.
11:50-12:30	Washing and toileting	Sue	Soap and Towels	Establish good health practices
	Lunch	Mary		Nutrition, socialization, language development
	Brushing teeth	Jane	Toothbrushes and toothpaste	Establish good health pratices
12:30-1:15	Story time	"The Little Engine That Could" - Sue	Book	Language development, listening skills
	Rest			
1:15-2:10	Outdoor free play	Easel painting - Jane	Easels, paper, brushes, paints, smocks	Creative expression, small muscle development
		Tricycle track with gas station - Mary	Tricycles, road signs, gas station with pumps made from large boxes	Role play opportunities, large muscle development
2:10-2:30	Clean-up time	Mary, Jane, Sue, Children		Establish sense of responsibility for care of center and materials

TIME	EVENTS	ACTIVITIES & RESPONSIBILITIES	MATERIALS	OBJECTIVES
	Washing and toileting	Sue	Soap and towels	Establish good health practices
	Snack	Mary		Nutrition, language development, socialization
2:30	Departure	Bus ride - Sue		

SAMPLE WEEKLY LESSON PLAN

ADVANTAGES OF THIS FORM

1. It offers an overall view of an entire program week, providing a degree of continuity.

2. It includes assignment of responsibilities for planned activities.

3. The organization of the week's activities into program areas insures that a variety of curriculum areas are included in plans.

4. Events which are fixed do not have to be rewritten for each day, making this form less time-consuming than a detailed daily lesson plan.

DISADVANTAGES OF THIS FORM

1. The materials that are needed for activities are not listed, leaving it up to the staff members to make sure that all necessary materials are collected.

2. Objectives are not included.

3. Assignment of responsibilities is made for planned activities only.

SAMPLE WEEKLY LESSON PLAN

WEEK OF October 3-7 THEME: Transportation

LANGUAGE	MANIPULATIVE	ART	DRAMATIC PLAY	SCIENCE	MUSIC	SPECIAL
"The Little Engine That Could" Tape of sounds of vehicles & pictures Add-on story of bus trip "Clinkety-Clankety School Bus"	Transportation lotto Vehicle puzzles Feel box with toy vehicles Pictures of types of transportation for sorting	Vehicle collage Easel painting Soap suds painting Make cars and buses from large boxes Play dough Shape collage (suggest making vehicles)	Bus and cars Tricycle roads and gas station	Speed on level ground and on various inclines Wheels run by belts and chains, cog wheels mounted on plywood	"Wheels on the Bus" "Trucks" "Sky Ride" with creative movements	Wheel toys added to block area Woodworking - add round objects that could be used as wheels Water play with "boats" Wheel toys in sand box Field trip to Smith's Garage

DAILY SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:30	- - - - - - - - - - - - - - - - - - - -		Breakfast	- - - - - - - - - - - - - - - - - - - -	
9:30-9:45	- - - - - - - - - - - - - - - - - - - -		Introductory Group Time	- - - - - - - - - - - - - - - - - - - -	
9:45-11:15 Free Play	Transportation lotto & vehicle puzzles - Jane	Feel box - Jane	Feel box & pictures sort - Jane	Pictures to sort - Jane	FIELD TRIP TO SMITH'S GARAGE
	Bus dramatic play - Sue	Speed - Sue	Wheels & cogs - Sue	Water play - Sue	
	Vehicle collage - Mary	Soap suds painting - Mary	Play dough - Mary	Shape collage - Mary	

DAILY SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:15-11:50 Clean-up time Group time	"Wheels on the Bus" - Jane	"Sky Ride" - Jane	"Trucks" - Jane	"Trucks" - Jane	
11:50-12:30	- -		Lunch	- - - - - - - - - - - - - - - - - - - -	Picnic lunch
12:30-1:15 Story - Rest	"The Little Engine That Could" - Sue	Add-on-Story - Sue	"Clinkety-Clankety School Bus" - Sue	Tape of sounds - Sue	Return at 2:00 Discuss trip at snack time
1:15-2:00 Outdoor Free Play	Easel painting - Jane	Easel painting - Jane	Woodworking - Jane	Woodworking - Jane	
	Trike roads & gas station - Mary	Make cars & buses - Mary	Paint cars & buses - Mary	Sandbox - Mary	
2:00-2:30	- -		Clean-up and Snack	- -	

PARTIAL SAMPLE MONTHLY PLANNING CALENDAR

On the following page is shown part of a monthly planning calendar. This type of planning may be used to supplement your daily or weekly plans, and to provide a long-range plan. It will not prove satisfactory as your only lesson planning mechanism.

ADVANTAGES

1. It offers long-range planning, giving continuity to planned activities and serving to remind staff members of upcoming special events and holidays.

2. Daily events which are fixed do no have to be written, making plans brief and easily written.

DISADVANTAGES

1. The materials needed for activities are not listed.

2. Objectives are not included.

3. Assignment of responsibilities is made for planned activities only.

4. A time schedule is not included, making it necessary that this form be used in conjunction with a daily time schedule which lists the fixed events of the day.

PARTIAL SAMPLE MONTHLY PLANNING CALENDAR

Month of October

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3 Jane - Transportation lotto, veh. puzzles, easel painting "Wheels on the Bus" Sue - Bus dramatic play, blocks with wheel toys, "The Little Engine That Could" Mary - Veh. Collage, trike roads & gas station	4 Jane - Feel box, "Sky Ride", easel painting Sue - Speed on level ground vs, inclines, add-on story Mary - Soap suds painting, cars & buses from boxes	5 Jane - Feel box, vehicle pictures to sort, "Trucks", woodworking Sue - Wheels & cogs, "Clinkety-Clankety School Bus" Mary - Play dough, paint cars & buses	6 Jane - Vehicle pictures to sort, "Trucks", woodworking Sue - Water play with boats, tape of veh. sounds to identify Mary - Shape collage, sand play with wheel toys	7 Field Trip to Smith's Garage
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				